

Building a Support Network

Who can be a resource for your garden program?	How can you involve these people to build a team?	How can you keep people involved?
<ul style="list-style-type: none"> • Parents • Teachers • Principals • Grounds & maintenance • School nurses • Office support staff • Students • Neighbors • Businesses • Cafeteria Managers/ Food Service Directors • Farmers • Youth groups and service organizations • City and county agencies • Garden groups, organizations 	<ul style="list-style-type: none"> • Back to school night • First PTA/PTO meeting • Meet with teachers • Request time at teachers' staff meeting • Talk to grounds people often! • Email lists, phone trees • Flyers • Notices in school bulletins • Other publicity/media • Give garden plots for after school use • Garden with them • Organize: <ul style="list-style-type: none"> ○ Communication ○ Newsletter ○ Offer extra credit ○ Face-to-face ○ Tie in to school events ○ Personal invitations 	<ul style="list-style-type: none"> • Hold regular meetings • Put notices in school bulletins • Write a garden newsletter (or garden corner in school newsletter) • Involve everyone in decision-making (especially students) • Create visible signage around the school • Have kids make art for the garden • Hold events—social events; work parties; seasonal festivals; events for school community; events for larger community • Develop a system that volunteers can plug into easily • Post tasks to make working in garden easy • Field trips for the garden team (e.g. farmers markets, other gardens) • Make room for participants' input • Establish a clear, easy plan for on-going maintenance • Find ways to integrate garden with curriculum • Solicit media attention • Solicit help from local businesses • Research and write grants • Hold plant sales • Extend gratitude/ acknowledgements • Pay the coordinators!! • Make a school garden website • Have a teacher in-service day in the garden • Have regular garden work parties • Remember to eat food from the garden

Gardens for Learning, 78 – 89